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ABSTRACT

Teaching about the future is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 14 citations from "Resources in Education" (RIE); (2) 12 citations from "Current Index to Journals in Education" (CIJE); (3) 29 commercially available "Student and Teacher Materials" (11 print materials, 8 multimedia materials, 3 games and simulations, and 7 teacher resources); (4) 3 related professional organizations that may prove helpful in this area; and (5) 3 journals and newsletters. (DC)

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REFERENCE SHEET ON FUTURE STUDIES

ERIC Clearinghouse for Social Studies/Social Science Education Boulder, CO

FROM ERIC/ChESS TO YOU . . .

This reference sheet is provided as a service of ERIC/ChESS. It is intended to indicate the variety of useful materials available by listing a sampling of current materials and resources representing various educational strategies and a diversity of developers or publishers. It is our hope that this document will assist you to broaden your search for appropriate, stimulating, and pedagogically sound educational materials. We welcome your interest and hope that ERIC/ChESS may be of further service to you in the future.

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If you have any further questions or need information on any topic in the area of social studies/social science education, please let us know by letter to ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302, or by phone (303) 492-8434.

CONTACT A PROFESSIONAL ORGANIZATION

Futures Information Network
c/o Manfred Kochen
Mental Health Research Institute
University of Michigan
Ann Arbor, Michigan 48104

Institute for Alternative Futures
1624 Crescent Place, N.W.
Washington, D.C. 20009

World Future Society
4916 St. Elmo Avenue
Bethesda, Maryland 20814

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JOURNALS AND NEWSLETTERS

Education Tomorrow
The Futurist
Both available from World Future Society (see address above)

Footnotes to the Future
Futuremics, Inc.
2850 Connecticut Avenue, N.W.
Washington, D.C. 20006

Working Papers for a New Society
123 Mount Auburn Street
Cambridge, Massachusetts 02138

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March 1982

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Current documents in social studies and social science education are abstracted, indexed, and announced in RESOURCES IN EDUCATION (RIE). All documents must be ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, unless otherwise noted. Both microfiche (MF) and paper copy (PC) price codes are listed. When ordering, be sure to list the ED number, specify either MF or PC, and enclose a check or money order. Postage must be included. See the enclosed EDRS order form or RIE for prices and postal rates.

ED 204 253. A STEP THROUGH THE LOOKING GLASS: PERPETUATING CREATIVITY THROUGH SPECULATIVE FICTION AND CONTEMPORARY ART, by Bob Cronberg and Linda Petrzalek. 1976. 35 pp. EDRS price: MF01/PC02, plus postage.

This publication outlines a unit of study which uses speculative fiction and artistic expression to help students in grades 7-12 view technology and understand how it changes. Speculative fiction is defined as dealing with different assumptions and projections about the future. The artform highlighted throughout the unit is surrealism. Topics in the unit include man controlling technology, looking into space, the nature of change, man as a robot, mindless technology, the impact of organizations on the environment, cities of the future, and creating a better future through technology.

ED 201 561. CREATING FUTURES ACTIVITY CARDS AND TEACHER GUIDE, by Elizabeth Klenzman and Paula Taylor. 1979. 244 pp. EDRS price: MF01 plus postage; PC not available from EDRS. Available from Federal Programs Department, Minneapolis Public Schools, 807 Northeast Broadway, Minneapolis, Minnesota 55413 ($9.75 prepaid).

Teachers can use these learning activities to teach about the future in elementary and secondary social studies, science, math, language arts, and art courses. The activities are designed to help students practice creative thinking skills, investigate problems relevant to their personal futures, experience the concept of change, and evaluate alternatives and make decisions. The activities are presented on cards designed for use by individual students or small groups. The activities are quite varied and cover a variety of topics regarding the future. A teacher's guide accompanies the cards.

ED 200 279. A TEACHER'S GUIDE TO SETTING UP A FUTURES STUDIES COURSE, by Harry Wagschal. 1981. 13 pp. EDRS price: MF01/PC01, plus postage.

In preparing to teach futures studies courses, the author recommends that teachers begin by acquainting themselves with the relevant literature and the activities of organizations involved in futures research. After this exposure to futuristic themes, the teacher can incorporate futuristic content into courses, keeping in mind five general principles delineated by the author. The author recommends that course content be selected around themes at the secondary level and around forecasting techniques at the postsecondary level. Course objectives are also discussed and a bibliography is provided.

ED 199 627. IMAGES: A GUIDE TO FUTURIZING YOUR CLASSROOM, by Garry R. Walz and others. 1980. 190 pp. EDRS price: MF01/PC08, plus postage. PC also available from ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, Michigan 48109 ($25.00).

This guide can be used by educators at all levels in assisting learners of all ages to think constructively about their personal futures. The first section provides background material for the teacher/facilitator describing the futures movement and its development, study, and trends. Trends in the following areas are reviewed: work/leisure, education, lifestyle, the individual, society, and learning. Some program objectives are also suggested. The second section contains several bibliographies, and the third describes individual and group activities divided into appropriate grade levels.

ED 199 175. MAKING CHANGES: A FUTURES-ORIENTED COURSE IN INVENTIVE PROBLEM SOLVING, by John W. Thomas. 1981. 169 pp. EDRS price: MF01 plus postage; PC not available from EDRS. Available from ETC Publications, Drawer 1627-A, Palm Springs, California 92263 ($8.95).

This textbook/workbook for secondary students is designed to stimulate inventive solving of future world problems. It is organized into four units and contains 23 lessons. Each lesson lists objectives, contains numerous illustrations, and is activity oriented. Students learn to construct checklists and matrices for problem solving and participate in a wide variety of activities.

ED 195 517. CURRICULUM 2000: FUTURES BASICS, by Irving H. Buchen. 1980. 29 pp. EDRS price: MF01/PC02, plus postage.

The author holds that a changed curriculum will be necessary for education in the future. Current social and demographic trends emphasize the need for future studies and systems dynamics. Educational personnel must be aware of and understand these trends, and education in and for the future must inform students about the present and future status of these trends. Reading, writing, and computation skills must be supplemented by skills students will need for the future.

ED 187 622. TEACHING FUTURE STUDIES TO SECONDARY SCHOOL STUDENTS: A CURRICULUM, by William R. Kepner, Jr. 1979. 82 pp. EDRS price: MF01/PC04, plus postage.

This publication describes a semester-long course for teaching future studies to secondary students. Objectives are to help students recognize that change will occur, that change in one area will affect other areas, that the future can be influenced, and that they can help create a more desirable future. Students are involved in many classroom discussions, view films and slide shows, read journal articles, play games, and participate in many group projects throughout the five-unit course. Also included in the publication is a bibliographic essay citing resource materials for teachers.

ED 178 398. FUTURISTICS AND EDUCATION, FASTBACK 131, by Violet A. Allain. 1979. 40 pp. EDRS price: MF01/PC02, plus postage. PC also available from Phi Delta Kappa, Box 789, Bloomington, Indiana 47401 ($0.75).

This publication cites the need for educators to help people adjust to rapid and continual social change by borrowing techniques developed in the field of futuristics. Futuristics and aspects of futures research that differ from other types of research are examined, and the concept of alternative rather than inevitable futures is explained. Ways the author suggests that educators can incorporate futuristics into the curriculum include through career awareness activities with a future orientation, review of utopian literature and library research, and interdisciplinary courses on the future stressing forecasting techniques, public policy, technology, and educational futuristics.

ED 175 793. TO MAKE A DIFFERENCE: TEACHERS GUIDE and TO MAKE A DIFFERENCE: PLANNING FOR THE FUTURE. 1976. 37 pp. EDRS price: MF01 plus postage; PC not available from EDRS.

This resource guide for secondary students and teachers is designed to introduce futures planning concepts for democratic social change and the skills necessary for effective planning. The teacher's guide outlines objectives for 22 topics, such as issues and causes, change and the power to change, learning to be creative, and creating alternatives. Supportive learning activities are suggested for each topic. The student workbook also contains activities reinforcing the concepts taught in each topic area.

ED 164 480. PREPARING GIFTED LEADERS FOR A FUTURISTIC SOCIETY, by Mona Stacy and Bruce Mitchell. 1978. 5 pp. EDRS price: MF01/PC01, plus postage.

An advanced learning center for gifted students from the third through the eighth grade is described. The goal of this program is to provide children who have leadership potential with a curricular environment that allows opportunities to probe, experiment, hypothesize, synthesize, and analyze in order to act and interact with

others. This environment emphasizes creative, imaginative interaction, giving encouragement to the development of an individual who possesses high academic aspiration. Two sample learning activities are outlined to clarify the teaching methods used in this kind of instruction.

ED 148 075. DEVELOPING LEADERS THROUGH FUTURE-AIMED CURRICULUM: AN INSTRUCTIONAL FUTURE-AIMED CURRICULUM MODEL. USOE Programs for Education of the Gifted and Talented. 1977. 116 pp. EDRS price: MF01/PC05, plus postage.

The document is designed to provide the teacher of the gifted and talented child with an overview and operational procedure to facilitate the use of future-aimed learning activities for developing leadership capabilities in students. Sections cover elements of the future-aimed curriculum mode, definitions of terms, and descriptions of process and strategies such as brainstorming, a discussion of future facts, guidelines for conducting two activities (anticipating the future and simulated problem solving for future leaders), and guidelines for program evaluation.

ED 138 503. HERE COMES THE FUTURE, by Robert Reeder and others. 1976. 75 pp. EDRS price: MF01/PC03, plus postage.

This teacher's guide introduces students to problems and potentials of the future in an effort to prepare them for life in the 21st century. Based on an interdisciplinary approach, the lesson plans within four major units represent five futuristic trends and assumptions: the shift of emphasis from subject matter to conceptual frameworks; increasing attention to the cultivation of human potential; the focus on durable, flexible, and transferable education; the commitment to experiential learning; and the increasing influence of the visual on communication.

ED 137 930. A MODEL FOR A SKILL-ORIENTED FUTURE STUDIES CURRICULUM, by John W. Thomas. 1977. 28 pp. EDRS price: MF01/PC02, plus postage.

A developmental model for a junior high school course in future studies is presented, as is a design for integrating this model with a second problem-solving program to create a future-oriented, inventive problem-solving program.

ED 127 610. FUTURISTICS FOR TODAY'S STUDENT: A COURSE DESCRIPTION, by Naedine Aanestad. 1976. 17 pp. EDRS price: MF01/PC01, plus postage.

The humanities course described in this paper encourages high school students to examine alternatives for the future and to make decisions on the basis of the most desirable outcomes. Classroom instructional materials include films, sound and slide sets, filmstrips, tape recorders, a record player, and a television. Specific materials, ranging from Alvin Toffler's "Future Shock" to Andy Warhol's "Coke Bottles," are used to convey perspectives of technological and social change.

JOURNAL ARTICLES

Annotations of articles from journals covered in the ERIC system follow. All annotations appear in the Current Index to Journals in Education (CIJE), which is published on a monthly basis and is available at libraries throughout the country. In those cases where the journal annotation is not sufficient and the reader wishes to read the original article in its entirety, the reader must locate the appropriate issue of the journal in a library or on the newsstand. School, university, and public libraries are particularly good sources. If noted, reprints are available from University Microfilms (UMI), P.O. Box 1764, Ann Arbor, Michigan 48106.

EJ 250 447. "Futuring in Elementary Social Studies," by Bryan Moffett. SOCIAL STUDIES REVIEW, volume 20, number 3, pp. 20-22, Spring 1981. Reprint available from UMI.

This article provides specific examples of futuring activities appropriate for elementary social studies classes. Activities involve students in making predictions about what their neighborhoods and families will look like in the future, thinking about what their values will be in the future, and making illustrated booklets showing specific aspects of our future culture.

EJ 249 215. "Global Interdependence--Increasing Student Awareness," by Samuel Brodbelt. SOCIAL STUDIES, volume 72, number 3, pp. 103-106, May-June 1981. Reprint available from UMI.

Brodbelt suggests approaches and strategies for teaching about global interdependence in elementary and secondary school. He also provides an example of a junior high lesson about the United States and its future relationship with Mexico. Students construct a futures wheel and displays showing trade agreements, travel exchanges, and economic and medical interchanges.

EJ 241 327. "Teaching About the Future," by Thomas O'Day. SOCIAL SCIENCE RECORD, volume 17, number 3, pp. 12-14, Spring 1980. Reprint available from UMI.

Based on the premise that the future can be shaped and changed, the article describes an 11th-grade social studies future-oriented project that helped students learn to create and explore the future. Students were involved in forecasting, investigating various forecasts about the future, discussing futures issues in class, and collecting and analyzing future-related data.

EJ 230 430. "A Futuristic Curriculum Model for the Gifted Child," by David L. Silvernail. ROEPER REVIEW, volume 2, number 4, pp. 16-18, May-June 1980. Reprint available from UMI.

The author asserts that gifted education should implement a futuristic curriculum that would include a basics strand, study of the future, a focus on self-concept, self-actualization opportunities, and examination of ethics, attitudes, and values.

EJ 223 742. "Preparing Gifted Leaders for a Futuristic Society," by Mona Stacy and Bruce Mitchell. G/C/T, number 10, pp. 7-9, November-December 1979. Reprint available from UMI.

Sample activities for gifted children are presented. The activities are designed to develop futuristic leadership skills. A model for developing leadership through future-aimed instruction is also presented.

EJ 216 586. "Teaching About the Future Is No Joke," by Ronald A. Gerlach. UPDATE ON LAW-RELATED EDUCATION, volume 4, number 1, pp. 12-25, 42-47, Winter 1980.

This article presents teaching methods and learning activities to help social studies teachers as they develop legal education programs with a futures orientation. Topics include the power of the courts, the media and the law, juvenile justice, government regulation of advertising, and legal assistance. Questions, games, and vocabulary exercises are suggested.

EJ 210 213. "'The Wasteland and the Future': Teaching About Pollution," by Mark Evans. HISTORY AND SOCIAL SCIENCE TEACHER, volume 15, number 1, pp. 40-44, Fall 1979. Reprint available from UMI.

This article outlines strategies and resources for an analytical approach to the subject of pollution. Part of a larger high school unit entitled "Threats to Human Existence," the component focuses on defining the issue, synthesizing various stances with regard to the issue, and placing the issue in broader perspective.

EJ 203 896. "Developing a Futuristically-Oriented Programme," by L. Ayres. HISTORY AND SOCIAL SCIENCE TEACHER, volume 14, number 4, pp. 272-274, Summer 1979. Reprint available from UMI.

This article stresses that future-oriented social studies courses should stimulate thought about future possibilities and probabilities and encourage students to consider how they would cope with continuing change in multiple directions. Various approaches are discussed; these include reading and writing science fiction stories, educational games, simulations of future scenarios, and elicitation of student questions and concerns about the future.

EJ 202 746. "Future Games," by Debra Bartling and Barry P. Johnson. MAN/SOCIETY/TECHNOLOGY, volume 38, number 5, pp. 26-27, February 1979. Reprint available from UMI.

The authors discuss the use of classroom games to help students prepare for future realities through exploring values and assumptions about the present and the future. They describe several commercial games and suggest that teachers (and students) also design their own games.

EJ 197 106. "Education for an Interdependent Future," by Samuel Brodbelt. SOCIAL STUDIES, volume 70, number 1, pp. 11-15, January-February 1979. Reprint available from UMI.

The article calls for social studies teachers to emphasize future studies and the implications of growing global interdependence. Students should learn about alternative futures, the possible decline of nationalism, overpopulation and food resources, the ecological system and natural resources, and ways of achieving interdependence.

EJ 196 218. "Children's Thoughts about the Future: A Comparison of Gifted and Non-Gifted Students," by Pamela G. George and James J. Gallagher. JOURNAL FOR THE EDUCATION OF THE GIFTED, volume 2, number 1, pp. 33-42, September 1978.

In the study, 110 fifth- and sixth-grade children of both gifted and average ability levels confirmed that they are capable of reflecting on future occurrences, of assessing the probability of positive or negative outcomes, and of identifying implications of those future occurrences.

EJ 193 301. "Infusing a Futures Perspective into Standard Social Studies Courses," by Betty Barclay Franks and Mary Kay Howard. SOCIAL EDUCATION, volume 43, number 1, pp. 24-27, January 1979. Reprint available from UMI.

The article discusses ways in which social studies teachers can introduce a futures perspective into traditional courses. It explains how to identify futures concepts in a world history course, introduce a futures unit in U.S. history, use community resources in a government course, focus on approaches to futures issues in economics, and apply basic skills to futures topics in geography.

STUDENT AND TEACHER MATERIALS

Materials appropriate for teachers and students follow. Textbooks, curriculum materials packages, simulations, audiovisual programs, student resources, and teacher resources are included. Information for ordering materials is provided in each annotation. Please write directly to the publisher for more information.

PRINT MATERIALS

CARE OF A SMALL PLANET, by Paul F. Brandwein, Rudolph Schwartz, and Margaret Cortom-Winslow. 1977-1980. Grades 7-9.

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017
Price: 3 texts, $4.50 each; 3 teacher's notes, $1.20 each.

CARE OF A SMALL PLANET is a series of three books that present student-centered activities to help students see their relationship to their environment. Activities focus on issues and what students can do about them. Case studies are used extensively. The three books cover the sciences, the social sciences, and the humanities. The texts can each serve as the basis for a one-semester course for seventh- and eighth-graders of average reading ability and for slower reading ninth-graders.

THE FUTURE OF AMERICAN GOVERNMENT, by Cathryn J. Long and Rudie W. Tretten. 1978. 122 pp. Grades 7-12.

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02210
Price: $4.20.

This book can be used to provide a futures perspective to the study of U.S. government. Chapters in the book provide an overview of study of the future, examine current attitudes toward government, discuss social issues and government, probe issues related to regulating the environment, discuss U.S. foreign policy in the world of the future, and make projections about future structures for government. Discussion questions, activities, and research projects are interspersed throughout the book.

FUTURE STUDIES SERIES. 1978. Grades 7-12.

Prentice-Hall
Educational Book Division
Englewood Cliffs, New Jersey 07632
Price: 4 texts, $3.84 each; 1 teacher's handbook, $5.97.

The four paperback texts in the FUTURE STUDIES SERIES examine the future of work, the family, the environment, and the government. A great deal of source material is used, including excerpts from science fiction, newspaper and magazine articles, and business and government reports. The teacher's handbook provides a variety of activities, as well as background information on futurology.

FUTUROLOGY: PROMISE, PERFORMANCE, PROSPECTS, by V.C. Ferkiss. 1977. 66 pp. Grades 10-12.

Sage Publications
275 South Beverly Drive
Beverly Hills, California 90212
Price: $4.00.

This slender volume provides a succinct overview of the field and includes an excellent brief bibliography. It is written for the novice, who could well be a student in a secondary school futures course.

HELPING OURSELVES, by Bruce Stokes. 1981. 160 pp. Grades 10-12.

W.W. Norton
500 Fifth Avenue
New York, New York 10110
Price: $4.95.

This book examines how such global problems as inflation, pollution, and energy shortages can be resolved through local action and changes in individual lifestyles. The author presents tips on how students can alter their own lifestyles to obtain better health, make more efficient use of energy, and obtain greater satisfaction from work and leisure.

THE NEW EXPLORING A CHANGING WORLD, by Melvin Schwartz and John R. O'Connor. 1980 (rev. ed.). 594 pp. Grades 7-12. (Reading level: Grades 5-6)

Globe Book Company
50 West 23rd Street
New York, New York 10010
Price: $10.59; teacher's guide, free with purchase of text; workbook, $1.74.

THE NEW EXPLORING A CHANGING WORLD surveys major world cultures and world regions, with emphasis on discovery learning and developing a sense of world community. The final unit explores the concept of the future--under the subheadings "New Frontiers" and "The World is Your Neighborhood." In this unit, space is explored as a geographical region and students are encouraged to view the world as a community in which change in one region affects other regions and other cultures. A major objective of the text is to show how people adapt to and change their physical environment. The text is designed as the core material for a one-year world geography course for slow learners and slow readers.

PROFILES OF THE FUTURE, by Arthur C. Clarke. 1977. Grades 10-12.

Popular Library
1515 Broadway
New York, New York 10036
Price: $2.25.

This book presents a nontechnical, science-oriented inquiry into possible alternative futures. The book, which is regarded as a classic in the field, is suitable for high school students.

SKILLS FOR THE FUTURE, by Gary R. Smith. 1979. 65 pp. Grades 5-12.

Center for Teaching International Relations
University of Denver
Denver, Colorado 80210
Price: $7.95.

This monograph presents background material and exercises to introduce students to exponential growth, population studies, and limits to growth. Stress is placed on helping students understand how much time is left for the planet earth according to various growth scenarios and on how they can use basic statistical techniques to understand the practical side of growth. The object is to prepare students for the 21st century by helping them deal with various rates of change and exponential growth of population. The booklet includes teacher instructions and handouts to be duplicated for student use.

THE THIRD WAVE, by Alvin Toffler. 1981. 537 pp. Grades 10-12.

Bantam Books
666 Fifth Avenue
New York, New York
Price: $3.95.

The underlying premise of Toffler's latest book is that the third tidal wave of change in history is now underway, creating a new civilization. The book examines such topics as the economy, the personality of the future, the post-nuclear family, and the dissolution of the nation-state.

THE TWENTY-NINTH DAY, by L.R. Brown. 1978. Grades 10-12.

W.W. Norton
500 Fifth Avenue
New York, New York 10110
Price: $6.95.

This volume by Brown may be the best overview of the multifold global dilemmas. The book is written in a flowing style in language that all can comprehend. It could be used as the text for a high school futures course.

WORLD OF THE FUTURE: READING BOX. 1980. Grades 5-12.

Social Studies School Service
10,000 Culver Boulevard
Box 802
Culver City, California 90230
Price: $12.95.

This kit contains 100 high-interest reading cards describing possible answers to the question: What will the world be like in the next century? Sample titles include "The 21st-Century Car," "A Subway Faster Than an Airplane," "A City Under One Roof," and "A Robot to Serve Your Every Need." The illustrated cards are designed for upper elementary students and high school students needing high-interest reading materials.

MULTIMEDIA MATERIALS

BEYOND 1984: WHAT WILL THE FUTURE BRING? Grades 7-12.

Center for Humanities
Communications Park
Mount Kisco, New York 10549
Price: 2 kits, each containing 3 sound/slide programs and a teacher's guide, $169.50 each.

The two programs comprising this series focus students' attention on critical issues of our time that are likely to affect the future. The first kit, TOWARD THE YEAR 2000: CAN WE SURVIVE THE FUTURE?, presents diverse views of the future, including those of Alvin Toffler, B.F. Skinner,

Arnold Toynbee, Barry Commoner, and Charles Reich. The second program, AN INQUIRY INTO THE FUTURE OF MANKIND: DESIGNING TOMORROW TODAY, examines various methods of predicting the future.

ENERGY AND ENVIRONMENT: PLANNING TOMORROW TODAY. Grades 7-12.

Guidance Associates
Communications Park
Mount Kisco, New York 10549
Price: 2 kits, each containing a teacher's guide and from 2 to 4 filmstrip/cassettes, $79.50 to $149.50 each.

This series focuses on the future of the global environment and the well-being of humanity, as they will be affected by resolution of issues relating to natural resources and the development of energy resources. Titles of the four kits in the series are ECO-CATASTROPHES: THE RISK WE TAKE WITH OUR ENVIRONMENT; RENEWABLE ENERGY RESOURCES: WIND, WATER AND SOLAR RAYS; NUCLEAR ENERGY: PERIL OR PROMISE?; and ENERGY ALTERNATIVES: WHAT IS SAFE AND AFFORDABLE?

FOOD: WILL THERE BE ENOUGH? Grades 7-12.

Prentice-Hall Media
150 White Plains Road
Tarrytown, New York 10591
Price: 2 filmstrip/cassettes and teacher's guide, $69.00.

This program examines alternatives to starvation in the year 2000. Current technological research designed to alleviate food shortages is described. The photographic resources of the Associated Press were used in preparing this documentary-style program.

FRONTIERS OF CHANGE: THE BEST OF NOVA. 1979. Grades 10-12.

Media Basics
Larchmont Plaza
Larchmont, New York 10538
Price: 3 filmstrip/cassettes, paperback book, and teacher's guide, $99.95.

This program uses the original soundtrack and still photographs from the PBS series Nova. The program emphasizes the need for scientists and social scientists to work together to "create a dynamic and humane future." Specific topics addressed include space colonization and mining, alternative energy sources, and the use of laser light in a variety of applications. A paperback copy of Alvin Toffler's FUTURE SHOCK is included.

1984: FACT OR FICTION. 1981. Grades 7-12.

Current Affairs Films
Box 426
Ridgefield, Connecticut 06877
Price: filmstrip/cassette and teacher's guide, $33.00.

This filmstrip compares the world of the 1960s with Orwell's vision of the ultimate totalitarian society. The guide accompanying the program includes discussion questions and topics for research, as well as background information about Orwell.

LIFE FROM THE LAB: PROGRESS AND PERIL. 1981. Grades 7-12.

Current Affairs Films
Box 426
Ridgefield, Connecticut 06877
Price: filmstrip/cassette and teacher's guide, $33.00.

This program focuses on a variety of questions about the effects of such scientific advances as cloning, recombinant DNA, and genetic engineering. Such questions as whether technology is creating new and better ways for the future or creating forces that it cannot control are examined, with emphasis given to the moral implications of "life from the lab."

TERRA: OUR WORLD. 1981. Grades 4-9.

Agency for Instructional Television
Box A
Bloomington, Indiana 47402
Price: contact publisher for various purchase and broadcast options.

TERRA: OUR WORLD is a series of ten 20-minute video cassette programs on the environment. Students are made aware of such issues as resources, food, energy, and the quality of life. The teacher's guide accompanying the programs suggests a variety of classroom discussions, projects, and activities. The aim of the program is to "awaken in middle school and junior high students an awareness of environmental issues and to help them consider their options, now and for the future."

THE WORLD TO COME: EXPLORING THE FUTURE. 1980. Grades 7-12.

Social Studies School Service
10,000 Culver Boulevard
Box 802
Culver City, California 90230
Price: 6 filmstrip/cassettes and teacher's guide, $129.00.

This program contains units on food, energy, transportation, medicine, architecture, and recreation. The materials present a rather optimistic view of the future, stressing "that careful planning, conservation, and imagination can overcome the dire predictions of energy depletion and an overcrowded, polluted world."

GAMES AND SIMULATIONS

FUTURE PLANNING GAME. 1976. Grades 8-12.

Greenhaven Press
577 Shoreview Park Road
St. Paul, Minnesota 55112
Price: set of 13 games, $25.35.

These 13 games provide four or five activities dealing with future alternatives for a variety of areas: examples are economic society, the environment and population problems, prisons, the United States' role in the world, family and sexual roles, and minority rights. Each game provides approximately a week of classroom work.

HUMANUS, by Paul A. Twelker and Kent Layden. 1973. Grades 5-adult.

Simile II
218 12th Street
Box 910
Del Mar California 92014
Price: $11.50.

In HUMANUS, students are encouraged to think about world survival by assuming the roles of the only known survivors of a world-wide disaster. They simulate life in a survival cell and are directed by a survival computer called Humanus. Students are involved in an intense personal survival experience during which they focus on assumptions about the nature of people, the relationship between social and physical environments, social change, and methods employed to achieve change. The game requires about an hour and a half to complete.

SURVIVAL, by Charlene H. Beeler. 1980. Grades 7-12.

Interact
Box 997
Lakeside, California 92040
Price: $16.00.

SURVIVAL is a two-phase simulation designed to help students learn about how our "current lifestyle" and our "very survival" depend on "intelligent use of energy sources." Students are assigned to interest groups that conduct panel discussions of the problems and opportunities presented by the various sources of power. In the second phase, students conduct a legislative committee hearing regarding energy-related legislation and vote in a gubernatorial election. Approximately two weeks is required to use the entire simulation.

TEACHER RESOURCES

EDUCATION: A TIME FOR DECISIONS, edited by Kathleen M. Reed and Arthur M. Harkins. 1980.

World Future Society
496 St. Elmo Avenue
Bethesda, Maryland 20814
Price: $6.95.

This book is a selection of papers from the second annual conference of the Education Division of the World Future Society. The 20 papers focus not only on changes that can be anticipated in education in the 1980s, but the role of future studies. Sample chapter titles include "Importance of Future Studies' Perspective in Education and in Society," "Planning Changes in Education: Futuristic Trends and Images," and "A Futures Curriculum for Symmetry."

THE FUTURE: A GUIDE TO INFORMATION SOURCES. 1979 (rev. ed.). 730 pp.

World Future Society
4916 St. Elmo Avenue
Bethesda, Maryland 20814
Price: $25.00.

This exhaustive volume includes a list of organizations involved in futures research; biographies of more than 500 people active in the futures field; a listing of nearly 700 books, reports, and periodicals relating to futures; summaries of 120 current futures research efforts;

descriptions of 400 courses and future studies programs offered from elementary school through college; a list of more than 200 media resources; and a glossary of terms used in futures studies.

FUTURE STUDIES IN THE K-12 CURRICULUM, by John D. Haas. 1980. 98 pp.

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
Price: $6.95.

This book was written for teachers and curriculum developers who are interested in planning units and courses on the future. The book consists of an introduction to the field of futurology which emphasizes human social futures, suggestions for teaching future studies in elementary and secondary classrooms, lists of potential topics for examination, and examples of courses and unit format. Three selected bibliographies--one of which is annotated--conclude the book.

FUTURES UNLIMITED: TEACHING ABOUT WORLDS TO COME, by Robert M. Fitch and Cordell M. Svengalis. 1979. 88 pp.

National Council for the Social Studies
3501 Newark Street, N.W.
Washington, D.C. 20016
Price: $6.95.

In preparing this book, the authors "have attempted to provide both a theoretical framework and a number of practical suggestions for individuals who wish to explore some of the many possibilities for teaching about the future." The book includes an overview of futurism, a rationale for teaching about the future, outlines of courses and units, descriptions of innovative methods for teaching about the future, sample activities, and a discussion of such topics as use of values questions in future education, use of science fiction to teach about the future, and evaluation. A lengthy list of resources for teaching about the future is also included.

IMAGES IN A CRYSTAL BALL, by Lillian Biermann Wehmeyer. 1981. 211 pp.

Libraries Unlimited
Box 263
Littleton, Colorado 80160
Price: $18.50.

Subtitled World Futures in Novels for Young People, this resource book is designed to help teachers and librarians use futuristic literature "as a vehicle to explore with young people the future of the human species in this universe." The book's four sections provide a rationale for teaching students about the future and for using literature in the process along with suggestions for classroom use of futuristic fiction; a discussion of the topics covered in juvenile literature about the future; descriptions of more than 150 futuristic novels suitable for students in grades 1-9; and an index of the listed books by theme.

THE STUDY OF THE FUTURE, by Edward Cornish. 1977. 320 pp.

World Future Society
4916 St. Elmo Avenue
Bethesda, Maryland 20814
Price: $9.50; student handbook, $5.95; instructor's manual, $2.00.

This book provides an introduction to futurism and future studies. Topics covered include the development of futurism from ancient times to the present, a description of the philosophy of futurism, some forecasts about the future of society, futures research, and future studies courses currently being offered in the schools. The book also includes an annotated bibliography. The instructor's manual contains course outlines and other teaching aids.

TEACHING THE FUTURE: A GUIDE TO FUTURE-ORIENTED EDUCATION, by Draper L. Kauffman, Jr. 1976. 298 pp.

ETC Publications
Drawer 1627-A
Palm Springs, California 92263
Price: $14.95.

This book directed at teachers opens with a discussion of the importance of teaching about the future and a description of three approaches for constructing a future-oriented curriculum. The author then focuses on important futuristics concepts and methods, including exercises for use with students. Problems that threaten global survival and problems to be faced on the national level are discussed. Appendices provide a history of forecasting, a sample scenario for a classroom simulation, and a list of resources for teaching the future. A glossary is also included.